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ABSTRACT

This case study of academic deans was undertaken to investigate the organizational socialization process of deans and draw practical implications for institutions and academic leaders. Four researchers conducted in-depth interviews of 24 deans at different stages ("seasons") of the deanship using an open-ended interview guide developed for the study. Findings show that the initial stages of the deans' careers followed the anthropological model known as rite of passage across three universal stages of separation, transition, and integration. The rites of passage model, while not denying the fundamental psychological insights shared by deans, incorporated a more macro, sociological perspective, and underscored "sense-making" from the dean's social and ceremonial events. The latter stages, beyond deans' rites of passage, followed a pattern similar to that of corporate executives through: (1) taking hold; (2) immersion; (3) reshaping; and (4) consolidation and refinement. The socialization processes of deans more closely resembled those of other academic leaders than those of teachers. (Contains 1 table, 3 figures, and 79 references.) (SLD)

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SEASONS OF A DEAN'S LIFE: PASSAGES OF THE PROFESSION

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Scholars and administrators alike speak about a great leadership crisis in higher education. Blue ribbon commissions and executive reports from the American Council on Education (Eckel, 1998), Kellogg Commission (1999), Kellogg Foundation (1999) to the Global Consortium of Higher Education (Acker, 1999) call for bolder and better college and university leadership. The search for solutions to this leadership dilemma leads us to realize that the academic leader is the least studied and most misunderstood management position in America. The transformation to academic leadership takes time, training and commitment, and not all deans make the complete transition to academic leadership.

The development of academic leaders is at a critical juncture. While the corporate world complains that they have simply progressed from the Bronze Age of leadership to the Iron Age (Conger & Benjamin, 1999), we fear that in higher education we may still be in the Dark Ages. It is our hope that this inquiry into deans' socialization sheds some light to help illuminate the way to the Building Age of our leadership capacity.

Stages of Leadership Development

What are the social and psychological stages academics experience as they progress from faculty to administration? New deans find themselves in an adult transition paradox: life depends on growth, growth creates change, change consumes energy, which is finite, and all transitions consume energy. To overlook professional transition would be to eliminate self-development.

Research on stages of personal development begins with Freud and Piaget's charting of childhood development and ends with Erik Erickson's stages of adolescence. But what about adult development and professional development? Until a couple of decades ago developmental charting stopped around age 21 -- as if adults escape any further distinguishable stages of development. Three prominent life-cycle scholars, Roger Gould of UCLA, Yale psychologist Daniel Levinson, and George Vaillant of Harvard have developed theories about adult development. These theories, popularly written in Gail Sheehy's books, *Passages* (1976) and *New Passages* (1995) and professionally reported in Daniel Levinson's *The Seasons of a Man's Life* (1978) and Roger Gould's *Transformations* (1978), outline remarkably predictable crises of adulthood. Transition to and from each of these stages in adult life brings about change, whether

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it is the exhilaration of a new appointment in the academy or depression from the denial of tenure.

While there is no shortage of theory upon which to base stages of personal development in academia, considerable discrepancy exists among the theorists (Bridges, 1991). What literature clearly illuminates the unknown path academics take as they pass through the deanship?

Passages of the Profession

Gail Sheehy observes in her more recent *New Passages* that in the span of the last generation the life cycle has been significantly altered. People leave childhood sooner; take longer to grow up and much longer to grow old. During most of human history only one in ten individuals lived to the age of sixty-five. Today the average American is thirty-eight and will live to seventy-eight, although there are differences by race and ethnicity (Gergen, 1990, Hodgkinson, 2002).

Now, in contemporary America, eight in ten sail past their sixty-fifth birthdays and do not even slow down. For many, this assures time on the job (or a job) to be markedly increased before retirement. It also allows individuals to experience not just one or two careers in their adult life, but four or five. So how does this impact the professoriate; or more specifically, the deanship? Are CEOs of schools and colleges of education remaining longer in the job or are they choosing to leave the profession taking their administrative skills to industry, politics or community service? Are they going back into the classroom after fulfilling leadership roles or do they jump at retirement as soon as possible?

These questions cannot be taken lightly. Their impact is felt daily in institutions of higher learning. Whether the choice is retirement, teaching or a new career outside academe, the pool of experienced leaders, competent to enter the deanship, is dwindling. Numerous commissions and executive reports point to the dearth of leadership throughout higher education. Dale Andersen, a former American Association of Colleges for Teacher Education (AACTE) president who oversees the AACTE Leadership Recruitment Services noted the difficulty institutions have in filling deans' positions—often going through three or four cycles before finding viable candidates. Andersen further notes the repercussions of those unfilled positions: institutions suffering from lack of leadership, colleges suffering from lack of representation, faculty suffering from lack of a strong voice of advocacy, states suffering from lack of connection and communication, AACTE suffering from purposeful leadership in the colleges, and the profession suffering from the void that is temporally created (Andersen, 2002).

Have the responsibilities of the deanship become so insurmountable that many are opting out early—or never entering at all? The current climate of reform has changed the role of all education leaders. Functioning in a rapidly changing world they are expected to show marked and continual improvement quickly and with fewer resources (King, 2002). As deans, they are no longer staid academicians. Rather, the positions have expanded beyond ivy-covered walls to resemble contemporary CEOs of industry. In spite of the broadening of the deanship position, preparation for it appears to be no further along than it was a generation ago. In 1980, Corbally and Holmberg-Wright pointed out that no ideal pattern or model for academic administration had emerged. Most deans learned their skills on a "catch-as-catch-can" basis along with a "sink-or-

swim" approach to administrative assignments. For many, that is still the norm and, in reality, most deans continue to be self-taught professionals (Gmelch, 2000). Is that good, or is the stress too much?

Colleges are almost impossible to manage and academics who are trying to run or repair them are getting "burned out and eased out with astonishing speed" (O'Reilly, 1994, p. 64). Is that true? What is happening to deans? Are they taking on the role sooner than before with less experience than in the past? How long do deans stay? Has the position become so demanding that many retire earlier, change careers or go back into the classroom? Are deans burning out more quickly than their predecessors? What is the professional life span of today's dean? And, more importantly, can the reasons for its length, or brevity, be pinpointed?

Rites of Passage: The Seasons of a Dean's Career

Traditional tribal societies place tremendous emphasis on transitions in their social culture, just as did ancient civilizations. Arnold van Gennep, a Dutch anthropologist, first interpreted these rites for a modern, Western audience almost 85 years ago and coined the term, *rites of passage*, as a way rites were used in traditional societies to structure life transitions dealing with birth, puberty, death, selection of a chief, and creation of the shaman (van Gennep, 1960; Bridges, 1980). While appointing a new dean is not equivalent to anointing a shaman, all transitions pass through three phases: separation, transition, and incorporation. The first phase consists of separating one from the old and familiar social context and putting the person through a symbolic death experience. Next comes a time in isolation in what van Gennep called the "neutral zone," a gap between the old way of being and the new. Finally, when the intended inner changes have taken place a person is brought back and re-enters the social order on a new basis. All passage rites revealed this three-phase form. Rituals of passage are simply a way of focusing and making more visible the natural pattern of dying, chaos, and renewal. Recently, transition management writer William Bridges used van Gennep's cultural transition research to examine the three natural phases of job transitions: *endings*, the *neutral zone* and the *new beginnings* (1980; 1991).

Sociologists label this transition period from the time of appointment to a position until the time of acceptance in the organization as the *organizational socialization* period. From the many organizational socialization developmental models (Hart, 1993), a similar three-stage model emerges: (1) *anticipation*, (2) *encounter*, and (3) *adaptation*. The anticipatory socialization stage begins when one is selected for the new position and has made the decision to leave the current position as characterized by breaking off loyalties to the present position and developing new loyalties. Louis (1980) refers to this as "leave taking." The encounter stage begins when one actually starts the new position and begins to cope with the routines, surprises and relationships. Finally, the adaptation stage begins when one develops strong trusting relationships in the academy and finds out how things work in the informal organization.

This theoretical framework has been used to study new department chairs' transition from faculty to administration (Gmelch & Parkay, 1999; Gmelch & Seedorf, 1989; Seedorf, 1990) and new school administrators' socialization process (Ortiz, 1982), and is the basis for the current study on academic deans.

Study Objectives

What rites of passage do academic deans experience as they enter and transition through their deanships? They usually come to their positions without leadership training, without prior executive experience, without a clear understanding of the ambiguity of their new roles, without recognition of the metamorphic changes that occur and without an awareness of the toll their new positions take on their academic and personal lives. This study investigated the socialization process academics go through in their career as academic deans. Specifically, the researchers investigated several questions leading to how deans successfully made this transition to the deanship and beyond.

1. What socialization process do academics go through to get settled into a new deanship?
2. What are the keys for successful entry and rite of passage into the deanship?
3. What critical events shape how deans progress through the stages of the deanship?
4. What individual and organizational strategies and tactics do deans use in their periods of transition?
5. What surprises and challenges do deans face at different stages of their deanship?
6. What can new deans, universities and faculties do to make the transition to, through, and out of the deanship more successful and productive?

The literature is silent on these questions of leadership succession, at least from the leader's perspective (Sorenson, 2000). This study focuses on the development and socialization process of deans and provides practical strategies for success.

Study Design

This case study of deans was undertaken to investigate the organizational socialization process of deans and draw practical implications for institutions and academic leaders. Four researchers conducted in-depth interviews of 24 deans at different stages ("seasons") of the deanship – similar to the anticipation, encounter, adaptation phases: 1) getting started, 2) hitting your stride, 3) keeping the fire alive, and 4) life after deaning. This methodological approach, grounded in the interpretive perspective (Morgan, 1980) advocated by MacPherson, rests on the premise that to understand the socialization process it is necessary to "understand an administrator's sense of 'being an administrator' over time in terms of what he or she does and his or her reflections on what is being done" (1984, p. 60). The few studies that have been conducted on the deanship have treated the position as though it was an undifferentiated experience across time. Our experience indicated that this was not so. But if the position holds different rewards and stresses depending upon length of time in it, what exactly are these differences. The interview procedure permitted the deans to report on their routine and non-routine impressions of the deanship as well as their perspectives, beliefs, and overall sense making (Staton-Spicer & Spicer, 1987).

Sample and Procedures

An open-ended interview guide was developed based upon the literature and our experiences as well as those of some of our colleagues. In order to be able to compare responses

across the sample, a core set of questions was developed for use with all those interviewed. For each "season" of a dean's life, we then developed a series of unique questions.

Table 1 presents descriptive information on the sample. Of the 24 individuals interviewed, 16 were males and 8 were female. The sample included three African-Americans and one Latino. Of particular interest is the range of professional fields from which education deans are drawn. Common lore would have one believe that deans primarily have educational administration backgrounds. In this study, less than half (8) of the deans reported their professional field as educational administration. Of these eight, five are deans in their 9th to 13th years in the position. Those deans who have made the move to a deanship more recently, report a wide range of professional disciplines; only two between their first and eighth year in the deanship come from an educational administration background.

A convenience sampling of education and human development deans were interviewed for this study; all those approached agreed to be interviewed. Across the sample interviews ranged from 45 minutes to one and a half-hour, with most taking an hour. Interviews were conducted in person and over the phone. Two of the interviewers took notes and then transcribed them, one audio-taped interviews and had them transcribed, and one typed interview responses into a computer during the interview process.

Getting Started: The First Two Years

Passage to a deanship begins with letting go. It starts with an end. As T. S. Elliot wrote ". . . to make an end is to make a beginning. The end is where we start from." This first stage describes the beginning—the springtime of deanship. It is a time of starting new, sowing the seeds, having them take root and budding as a dean. New enthusiasm and optimism enters the new dean's professional life. Everything is fresh; he or she is ready to take the plunge, to test the water, to become a dean. But he/she must also withstand the rain, muddy waters and overcast days – and find the time and talent to deal with the adverse conditions.

Professors customarily enter higher education to engage in scholarship and teach in their discipline. They are socialized in their discipline for an average of 16 years (from graduate school through the professorial ranks), before considering a new role in academic administration (Carroll, 1991). Whereas public school teachers must formally engage in the study of administration to become certified to administer, the Ph.D. or Ed.D. in higher education is considered sufficient to enter academic administration. Literature to help the incoming dean is limited to general books on academic management, organizational structure and leadership (Allen, 1999; Birnbaum, 1988, Bennis, 1997, Keller, 1983). One springtime dean reflected: " Thinking of a deanship becomes an educational journey. You start reading and thinking about the field of education, broadly . . . You begin to think about change process and begin reading articles and books on leadership. You talk to those you trust." Some deans solicit assistance through workshops like the New Deans' Institute sponsored by AACTE and other professional development opportunities. Do they make a difference for the new dean?

Are there survival strategies that can help the beginner? How long will the honeymoon last? As a new dean, what issues should take precedence? How do new deans decide who to go

to for information and advice and who to ignore? Where does the dean belong in the organizational structure of an institution—socially and politically? What do new deans find most satisfying, dissatisfying, difficult, frustrating, and rewarding? What personal adjustments must they make as they enter the first years of their deanship?

The deans interviewed in the springtime of their deanship found several dimensions of their position satisfying: working with people—including faculty and other deans; moving the college forward by connecting people, improving the quality of graduates, and seeing the big picture; creating change through being a catalyst and involving people to improve quality; engaging in the political role of deans by dealing with national and education policy issues and being able to see the larger political and policy landscape; fund raising; and just meeting the challenges embedded in the deanship. Within the first couple of years, these satisfactions led to some of the new deans' proudest accomplishments: creating new centers, reorganizing their colleges, strengthening connections with their professional development schools, building bridges with other colleges, increasing the collegiality and diversity of the faculty, hiring new faculty, and generating new external funds for their colleges.

However, these satisfactions and accomplishments did not come without their frustrations. New deans expressed dissatisfaction with personnel problems, inadequate budgets, anti-education sentiments in society and the university, unsupportive and negative faculty and the unpredictability and lack of control over their working day, evening and weekends, personal lives and calendars. They quite simply felt stressed and pulled in too many directions.

The transition to the deanship also called for personal adjustments as job requirements impinged on their weekends and evenings and changes in expectations from their family members. For women deans this led to some role reversal in terms of their shared duties and tasks with their spouses. All of the married deans said they could not have done it without the support of their partner. New deans also had to form new personal relationships, a task that was especially difficult for those who had been internal candidates.

Overall, the success of new deans became an issue of fit. Was there a good match between the new dean's own mission and values and those of the institution and college/school? The right set of skills was important too, but budget constraints often made it difficult to move the college ahead. In addition, new deans felt it was critical that the president and provost support their ideas and direction. If the fit was good, the new dean stayed past the springtime and entered the summer of the deanship where he or she tried to "hit his/her stride."

Hitting Your Stride: Years Four to Seven

The summer of the deanship is time when all that is "new" is allowed to grow. The promise of spring plays out. The hard work in the spring leads to a season of constructive growth with full bloom in sight. Deans in this stage are aware of how to do things and have become comfortable with themselves. The terrible two's—the second year and most difficult—is over. The honeymoon is over as well. Many changes that need to be made have been or are occurring and the dean is the responsible party. By the third and fourth year, the team should finally be coming together. Those who are not contributing to the institution or have found the

leadership of the dean distracting, hopefully, have found academic homes elsewhere. The goals of the dean, faculty and staff are nearing fruition. Is the fifth year best? Does the job become easier with time? Are deans mid-stride more effective or do they lose momentum?

In this study, the deans in the summer of their deanship averaged five years, and were still in their first deanship. Most believed that they "fell into the position" by "being at the right place at the right time." A couple, however, made a more conscious choice and worked at becoming a dean.

Once they found themselves in the deanship, it took two to four years to really feel comfortable. One dean felt uptight for the first couple of years, but then in the next 18 months started to settle in to the position. Another dean recalled: "I was walking back to my office – I think the end of my second year – and it hit me, I'm the Dean." They knew that they hit their stride when they were "making changes, not just learning acronyms," "when faculty accepted me," and "when I felt safe enough to take a risk."

During the summer season of the deanship, they received their greatest satisfaction from people: collaborating with other deans on campus and in the system and working with faculty. They also enjoyed making things happen. Ironically, personnel issues also caused them their greatest dissatisfaction: pettiness of faculty; promotion, tenure and termination decisions; and the few that "drive me up the wall." The deans also expressed frustration from resource and administrative barriers.

Overall, they were most proud of their accomplishments: developing new programs, receiving accreditation for current programs, creating new research centers, and changing a "long overdue" college climate. When they "hit their stride" they still enjoyed deaning – most of the time – but realized that it didn't get any easier. Their comfort came from knowing what to do, but they realized they had more to do. Associate deans and spouses provided support, but their lives did not become any less complicated once they had hit their stride. Some at this stage of their lives found that personal factors, like care for elderly parents or children, demanded their attention as well.

What is next for deans who have hit their stride? Their responses were as varied as they were, from staying put in their present position, consulting or returning to the faculty, to seeking a provost position or presidency. Once they hit their stride, how long can they keep the fire alive in their current deanship? The next group of deans shed some light on this question.

Keeping the Fire Alive: Eight Years and Beyond

The fall season of a dean's life is a time of reduced growth, when things slow down, weariness starts to set in, and hot weather wanes along with enthusiasm. The early harvest and attention to the culture and climate bears fruit. Everyone knows the dean well. The institution relies on his/her stability. In many instances the experienced dean has lasted longer than several presidents and provosts. But for seasoned deans the fall represents a period of plateau. They need something new to continue their growth. Attention is paid to new goals and learning new things or they will die on the vine, go to seed. How does the dean at this season of life keep

boredom from creeping in, or, is it even an issue? Is life as hectic at ten years as it was at two? How many deans at this stage of life are waiting for retirement? How many have aspirations of going higher in academe? In the fall of the deanship, how does the dean stay focused and keep the fire alive?

Staying in the deanship too long results in losing interest in the job, failing to keep up with changes in the field, and possibly entering a performance plateau – a dean doom loop ((Hollander, 1991), as portrayed in Figure 1. New deans enter Quadrant I in their springtime with a steep learning curve as they learn new skills and find new interests. The "new deans" progress to the "good deans" in the summer, as they become committed to the position and competent in their duties (Quadrant II). The confident deans now in Quadrant II are careful not to go over the edge and down the slide to becoming a "damn dean" (Quadrant III) or a "doomed dean" (Quadrant IV). Eight deans were interviewed at this stage -- the fall season of their deanship. They averaged 11.7 years in the deanship with three serving an average of 12 years in a single deanship and the other five in their second deanship. They talked about the conditions that influenced the feeling of being plateaued in the deanship: the *repetition and routine* of tasks where the scenery starts looking the same; the *rate of return* on their investment of time and energy diminishing; a decline in their *learning curve*; an *atrophy in their skills*; and after *time in the office* for five or six years they felt they were not making a significant difference.

None of the deans in this study had started down what one dean coined the "Seldin Slide." (Figure 1) They had found ways to "keep the fire alive" either within their current deanship or by accepting another deanship. The *Protean deans* (Figure 2) saw their career as one without boundaries by going through stages of exploration, establishment and mastery (Arthur & Fousseau, 1996) within one deanship and then shifting to another deanship (Figure 2). In essence, they kept their fire alive by changing institutions while the *organizational deans* stoked their fires within one institution.

Whether deans served their time as dean within one or across several institutions, they used similar techniques to keep their fires alive. *Tinker tactics* were used to stretch new skills and learn new ideas through new assignments, committees, commissions, team members, and faculty. They focused on retreading challenges inside the college and institution rather than retreating to another institution. Other deans practiced *toehold tactics* by searching outside the college or institution for new challenges from professional associations, national organizations, and interdisciplinary connections. Zigzag deans explored *mosaic tactics* to look for greener grass in other education professions such as public schools administration, departments of education or full time consulting. Finally some deans used *exploration tactics* when they reached the top of the mountain then realized the deanship was not enough so they thought about changing mountains. Deans searched inside, outside, across and beyond their current position and institution to prevent plateauing and keep their fires alive.

All the deans had experienced feeling plateaued at some point. Just being competent was not enough to keep the fire alive. Seven survival skills emerged that helped keep deans alive in their jobs: (1) communicate in all directions -- to central administration, faculty, staff, students and external stakeholders; (2) realize that the deanship is "not about me" but serving others; (3) know yourself by seeking feedback and expressing your values and beliefs to others;

(4) enhance leadership and learning through seminars, conferences, reading, and exploration; (5) relate well to others, especially your provost; (6) hallucinate, get a vision; and (7) love the deanship or leave it, life is too short to do it for the perks.

Few deans had pre-conceived career paths as most entered the deanship serendipitously, by chance, and often served as "accidental" interim deans at first. A third of the deans in the fall season viewed the deanship as their capstone experience while the other two thirds aspired to be a provost or president. This led us to the final season of a dean's life. Is there life after deaning?

The Ending of an Era: Life after Deaning

In this, the winter of the deanship, it is important to anticipate what follows. The pace of life slows down the winter. It is time for reflection, to sit by the fire and chat with old friends (Parks-Daloz, et al. 1996). Do good memories remain and bad ones go away? Do they take time to savor successes? The former deans we interviewed expressed highs from helping good faculty succeed, advancing their institutions, championing diversity and gender equity, and nurturing students. They also reflected on their lows: lack of support from administration, poor communication with administration, faculty who didn't join the vision, wasted resources because of human shortcomings, and conflicts with faculty and students.

Is there life after deaning? What happens when deans leave the position? Our former deans felt much less pressure and stress when they no longer were always "on point" for every responsibility. Their families and spouses were much happier as well since they had better working hours and weekends free. They found more discretionary time – the ability to pick and choose their activities whether university committees, community engagements, professional opportunities or just leisure activities. Those who returned to teaching raved about "found time" and improved family life.

Do some deans stay in the position until retirement? Do they go on to provost positions and presidencies? What percentage returns to teaching? Are more opportunities and options open for those who have served in the deanship? At this juncture, many individuals turn to the skills they have developed through their administrative tenure and become consultants. What do deans consider as their next move? From a national study of deans we know that their most frequent choice was either to move up to a higher position in academic leadership (22%) or back to faculty ranks (27%) (see Figure 3). Another set of deans expressed no interest in moving (17%) while an equal number thought their next move would be retirement (17%). Only a few had a desire to move to another dean's position at a similar institution (7%) or a more prestigious institution (8%). A few saw themselves changing to a non-academic leadership position (2%) (Wolverton & Gmelch, 2002).

Former deans advised deans still in the trenches to keep the vision alive, advance the college, hire well and keep good faculty, continue to lead, give back to the profession, and have fun! All the deans in our study willingly espoused words of advice for new deans. Possibly motivated by their need for generativity or just generosity, here is more sage advice they shared.

1. Be clear why you want to be a dean.

2. Become centered in your philosophy, values and beliefs.
3. Pay attention to national issues in education.
4. Develop a university-wide perspective.
5. Build a multi-layered support network.
6. Develop your team.
7. Identify a mentor.
8. Take time for professional development.
9. Establish a strong academic record.
10. Play well with others – collaborate.
11. Find personal/professional and scholar/leader balance
12. Take care of yourself – physically, socially, and intellectually.

Results and Implications

The initial stages of the deans' career followed the anthropological model known as rites of passage (van Gennep, 1960) across three universal stages of separation, transition, and integration. Other elements of the deans' transitions were captured from Lewin's conceptualization of unfreezing, changing, and refreezing which conceptually parallel the separation, transition, and incorporation phases of rites of passage. Nevertheless, in their respective applications to the stages of deans' careers, these models diverge significantly as Lewin's model addresses primarily the psychological processes of deans' values, beliefs and attitudes as expressed in their interviews (1947). In contrast, the rites of passage model, while not denying the fundamental psychological insights shared by deans, incorporated a more macro, sociological perspective and underscored "sense-making" from the deans' social and ceremonial events.

The latter stages beyond the deans' rites of passage followed the predictable pattern similar to corporate executives as they took charge of their positions: 1) taking hold; 2) immersion; 3) reshaping; 4) consolidation and refinement (Gabarro, 1985). Ironically, deans experienced socialization processes similar to that received by other academic leaders (individual, informal, random, and variable), not the teachers and school administrators they are empowered to prepare. Socialization of academic leaders appears to be left to chance. While this may be a strategy in itself, institutions must realize the impact socialization techniques can have on the dean's productivity and propensity toward longevity or departure from their institutions. It is our hope that this inquiry into the seasons of a dean's career sheds some light to help illuminate the way to the Building Age of college leadership.

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TABLE 1 SEASONS OF A DEAN'S LIFE: Sample Description

DEMOGRAPHIC DATA	YEARS 1-3	YEARS 4-8	YEARS 9-13	BEYOND THE DEANSHIP
Male	2	4	5	5
Female	4	1	3	
African American			2	1
Latino	1			
White	5	5	6	4
Research Extensive	3	3	3	3
Research Intensive	3	1	3	2
Masters College & University	1		2	
Counseling	1			
Curriculum & Instruction	1			1
Child Development	1			
Education Administration	1	1	5	1
Education Psychology	1	1		
Foundations				1
Home Economics Education			2	
Special Education		2		1
Social Studies				1
Research		1		
Teacher Education	1		1	

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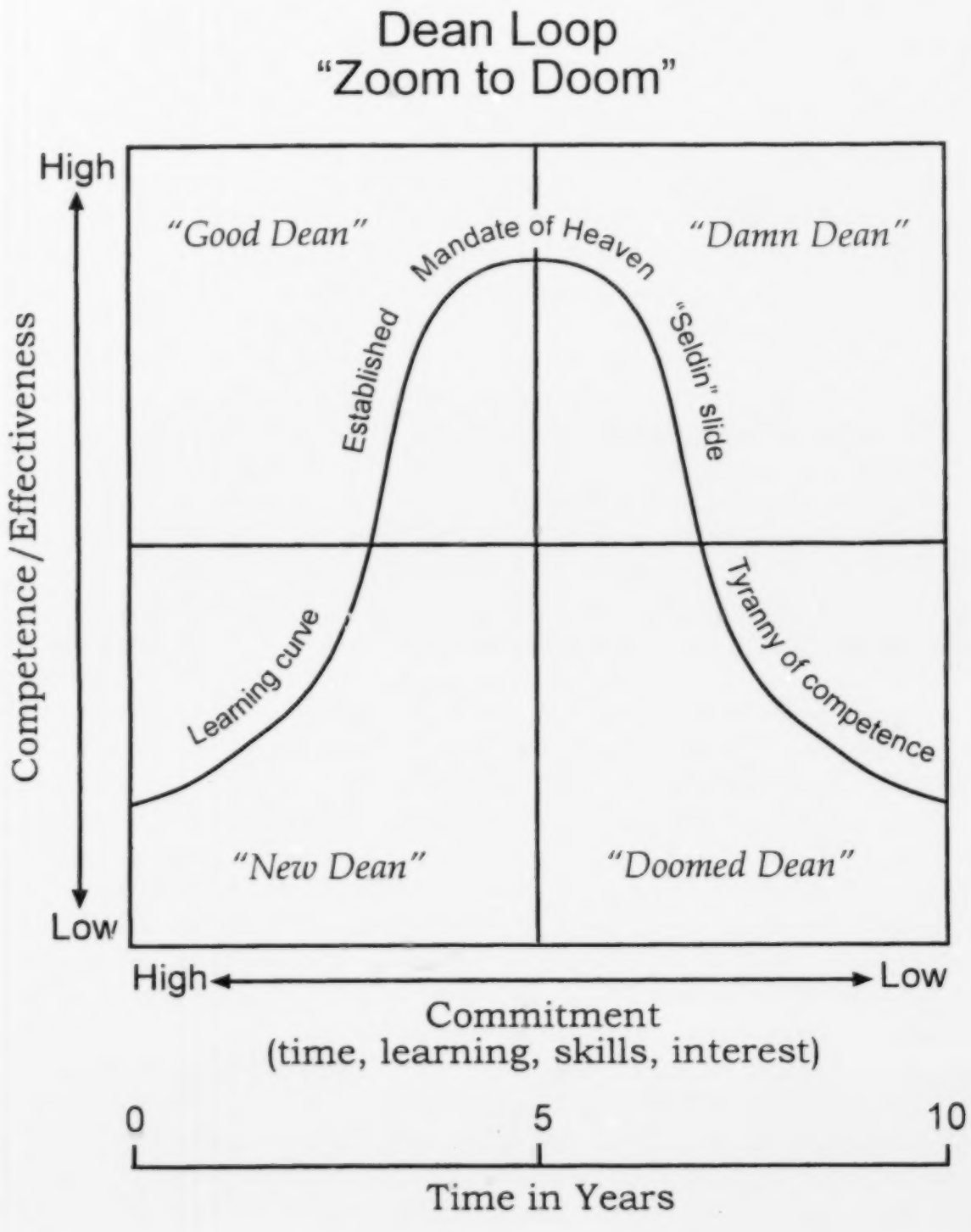
Figure 1



Walter H. Gmelch, Iowa State University

AACTE Conference, 2003

Figure 2

The "Protean" Dean Career

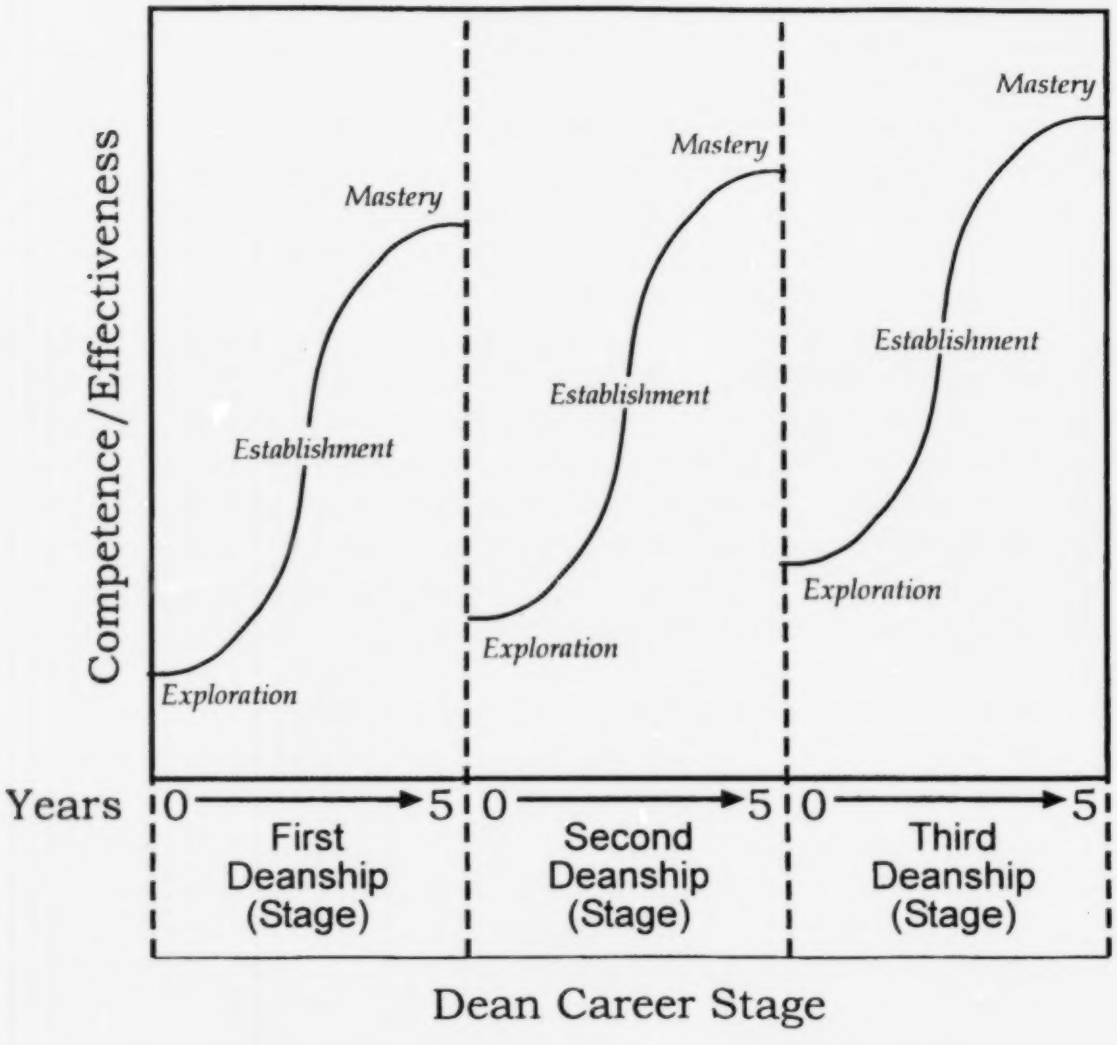
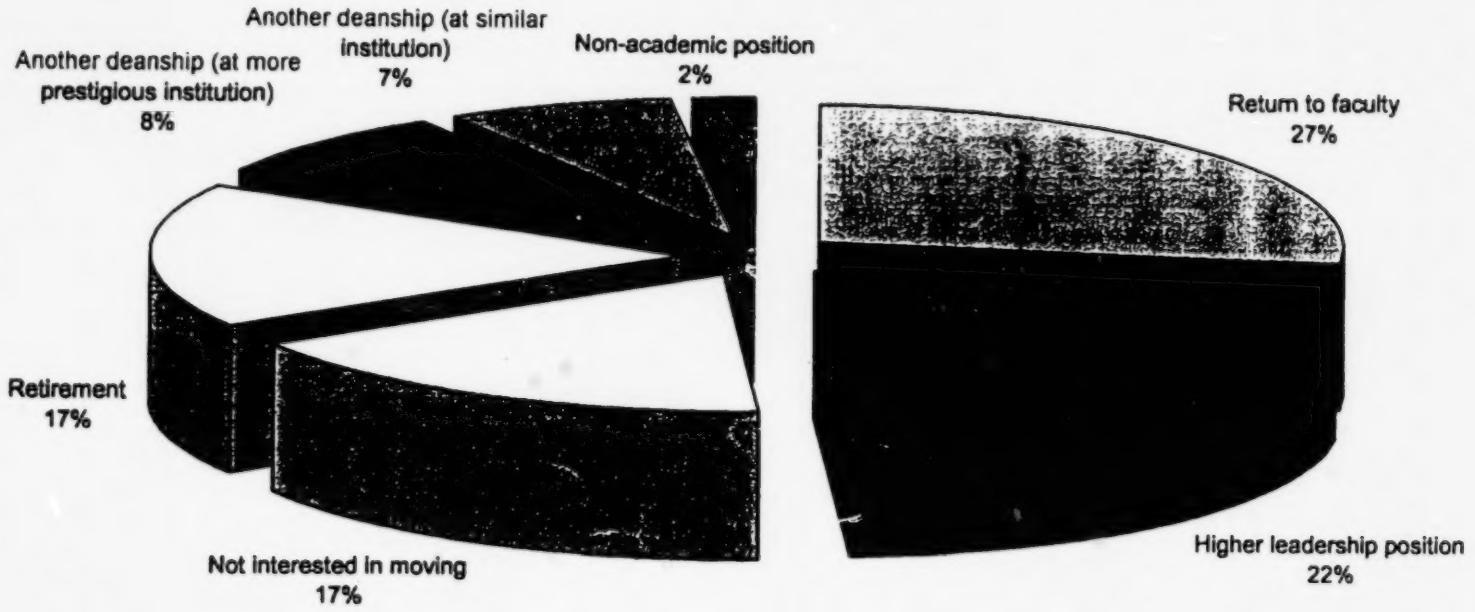


Figure 3
The Dean's Next Move



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